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ABSTRACT

This document briefly summarizes the Kansas Model for career education. The model is explained through comparisons with other models, and through a brief description of its two-dimensional structure of process phases on one side and four career components on the other side (self, work, leisure, resources). The process itself is a decision-making strategy that can be learned for creative career development by individuals of any age group. The Kansas Model may be applied to all learners because they can enter the process wherever they are, at any stage in their own development. Individuals may exit and recycle, if necessary, because they are taught the use of the process as a decision-making paradigm, and they learn to assess their progress toward the outcome action. The author notes that concepts and outcomes remain constant throughout the life span; content and activities may differ from age to age. (Author/PC)

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The KANSAS MODEL

for career education

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Prepared for

National Vocational Guidance Association

CONTINUOUS DEVELOPMENT: K-ADULT
KANSAS MODEL FOR CAREER EDUCATION

April 10, 1974

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Abstract: The Kansas Model for developmental career education is compared with other models and its elements described. An element is a process state (Awareness, Orientation, Exploration, Selective Formulation, or Action) in one of the four subject matter components (Self, Work, Leisure, or Resources). The Model is unique in that the process can be used by an individual of any age as a decision-making strategy.

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The KANSAS MODEL

Margery A. Neely

INTRODUCTION

The Kansas MODEL for developmental career education owes its development to extant career education models. A comparison of these models will begin our description of the Kansas MODEL, followed by a detailed explanation of the dynamics of the Model's elements - the process stages, components, and application to every individual with age-related process activities. Also, evaluation is very much a part of the Model since the popular accountability thrust encouraged use of behavioral objectives (Gysbers & Moore, 1971a) as derived from concepts offered for the four components.

Other members of this seminar will treat a) the methods used to disseminate and integrate the Model (Hartman, 1974) and b) the research underway (Bradley, 1974),as indicated on the program brochure handed out at the door (see Appendix A). The brochure has a brief glossary of terms excerpted from the Kansas Guide for Career Education (Kansas S.D.Ed.,1973).

OTHER MODELS

Before the Kansas Model for career education began its career, the ad hoc committee of interdisciplinary members that had been appointed by the guidance section of the State Department of Education studied the literature available (Campbell & Vetter, 1971; Gysbers and Moore, 1971b). Some Models

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were already in use and some have been developed since that followed an easy theme matching a part of the process with grades-in-school(Alabama St. Dept. Ed., 1972; Bailey, 1973; Bottoms, 1971; Georgia St. Dept. Ed., 1972; Herr, 1971; Nevada St. Dept. Ed., 1973; Oklahoma St. Dept. Ed., 1968; Ohio St. U., 1971; Talbot, 1973; Worthington, 1971). The idea of using "exploration" and "awareness" as the process titles had its roots in the wording of the policy statement from Washington that followed the Amendments of 1968 to the Vocational Education Act of 1963 (Morgan, 1970). "Awareness" at grade school level "Exploration" at junior high, and some form of action at the senior high level comprise the format espoused in some fashion by these models. The association of a part of the process with specific grades is easy to grasp.

The public school educational system is the implied delivery system in models that rely upon grade levels.

Other types of models focus on more complex guidance ideals appropriate to ages K-Adult(Cunha, Laramore, Courey, Mitchell, Smith, & Woolley, 1972; Gysbers & Moore, 1972; Wellman, 1970; Wisconsin, 1971) or on comprehensive developmental theory (Bottoms & O'Kelley, 1971; Moore & Gysbers, 1973; Super, 1969).

Some sub-classifications that were used in the complex approaches above were repeatedly mentioned in reports from small group discussions at the initial study sessions of the ad hoc committee. These categories included the self-esteem self-knowledge core that appeared in model after model, the vocational

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preparation that is emphasized in the National Assessment of Educational Progress (1971) and that is accounted for in the action phase of Work in our Kansas Model, the decision-making training that is implicit in Herr's schema (1971), and the "life skills" of Goldhammer's formulation (1971).

We put these ideas together and shook 'em at each other until the Kansas Model suddenly emerged.

"CAREER" DEFINED

Much of the conceptualization of the Kansas Model hinged upon the definition of "career" that would be used in describing what career education was all about. The Model's whole personality depended upon the definition, as a matter of fact. Many hours went into debate upon every word, but the definition is beautiful in its simplicity: "Career: the individual's total life experiences".

THE KANSAS VERSION

In the schematic drawing provided in the handout brochure (see Appendix A), the process stages and component headings are depicted much as a pack of lifesavers, an analogy I'll let pass. There are two dimensions. The first dimension is the process of being educated-of reaching some type of action goal. The second dimension is the component -title- of the matter being studied. The Model uses a decision-making type of process as the method for individualized study of four broad areas. The process is somewhat like a PPBS (Greenhouse, 1966) or a National Study of Guidance model (Wellman, 1968) applied to an individual by himself. The individual is taught the process as well as the component subject - the individual <u>learns</u> and deliberately <u>uses</u> the process.

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You see, there was something puzzling about the way the Kansas career needs fit the public school models ("Awareness" at grade school, etc.). Admittedly, it would have been easier to accept popular "awareness" for elementary school pupils' fashions.

However, Kansas people seem to want to learn, to try on new challenges throughout life. Their development is continual. An "awareness" stage is appropriate for individuals of 4 -- and of 40! Taking career "action" is appropriate at any age: a preschool child's "action" in his career is learning how to do a new game. A senior citizen's career action is to cease devoting hours to paid employment.

Super and Bachrach (1957) long ago defined career development as "a process which takes place over a period of time and which is best explained by a combination of determinants which themselves interact, are modified, and thus develop with time".

If similar processes from awareness to action apply to all age levels, we reasoned, a model structure that would classify determinants, or "components", in as few and broad subject titles as possible would parsimoniously provide another needed dimension. Concepts and outcomes needed to be tied to more than a process. Subsequently, the components were named that appeared to be relatively discrete for purposes of curriculum development: "self", "work", "leisure", and "resources". Students of every age, walk of life, informal or formal educational process, would be able to enter the process, assess their progress, and take action or re-cycle in these four areas as their career needs arise.

The self component can both be studied and be sued, as a unifying theme for the other career components. Self must be studied in an organized way to help the individual increase his knowledge of himself, develop a positive self-image, and develop decision-making skills.

Workprovides the framework for seeing oneself in an activity that is satisfying to oneself and productive in fulfilling a need within our society.

Leisure is the definition that presented some difficulty, but the definition that was finally chosen by consensus is "freedom from required effort with the time used in a self-fulfilling manner".

Resources is the component that is not apparently very important in other models but one we felt deserved equal status with the other three; as one wit said, "All men are created equal - it's just that some are more equal than others..." Resources encompasses "all those things outside the self which influence the individual's career development."

Gysbers and Moore (1971b) set forth an example of concepts and outcomes identical at all ages. We found the format exciting and fit the same method to the Kansas MODEL. The process that any person might go through (to be in control of his career) within these four components, for example, from awareness to action in Work, is typical to all ages' developmental tasks (Gysbers & Moore, 1971a; Super, 1971). The Kansas MODEL is firmly in the developmental career education camp, under broad concepts.

Content and activities within process stages of the career components DO differ from age to age, and tasks more appropriate for various age groups must be mastered in turn (LoCascio, 1965); that is, learning to read precedes re.ding an autobiography. The New Jersey model (Worthington, 1971) similarly builds on previous work for each age level. Adaptation of the tasks becomes age-specific as the model is applied to anyone of any age (women, disadvant.ged, exceptional, primary, senior high, adult learners, and so on). The Kansas MODEL applies to all learners because he or she can enter the process wherever he or she is at the moment - and exit and re-cycle, if necessary, because the individual is taught the use of the process as a decision-making paradigm and learns to assess progress toward the outcome action.

The Kansas MODEL defines the process stages in some detail. Thus, placement of the individual in terms of his own readiness is possible. The process phases carry the learner through paying attention to orienting his attention, to trying on and then selecting out what he will take action on.

SUMMARY

The Kansas Model has been explained through comparison with other models that are in existence and through a brief description of its two-dimensional structure of process phases on one side at right angles to four career components on the other side (Self, Work Leisure, Resources). The process itself is a decision-making strategy that can be learned (Awareness, Orientation, Exploration, Selective Formulation, and Action) for creative development of careers by individuals for themselves, k-Adult. Concepts

and outcomes are the same throughout the span of life; content and activities may differ from age to age. Some activities will not differ. The third-grade pupil has a Work Action of promotion to the fourth grade - this is age specific. The third-grade pupil and the adult learner both have to assess their current value system (Self) - this is not age-specific.

We are so eminently pleased with our Kansas MODEL being applicable from kindergarten through adult students in any educational endeavor that we welcome the model makers from Mississippi and Utah and Wisconsin to try it out and adopt it if they wish.

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the Kansas Model

DEFINITIONS

Career: the individual's total life experiences

Components: self, work, leisure, and resources (and self development pervades the other three)

Developmental Career Education: orienting all education and training toward enabling an individual to be skillful with his life

Process Phases: the developmental processes toward career satisfaction (awareness, orientation, exploration, selective formulation, and action)

CONTINUOUS DEVELOPMENT: K-ADULT

Kansas MODEL

FOR CAREER EDUCATION

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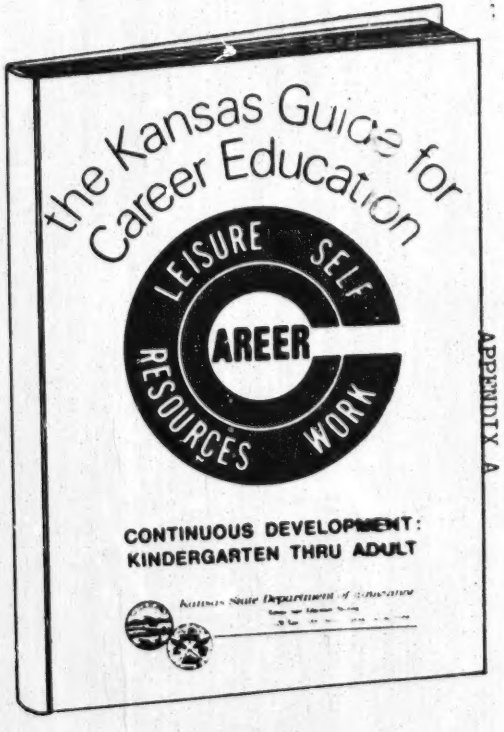

APPENDIX A

Presented at

American Personnel and Guidan Association

National Vocational Guidance Association

April 10, 1974

Marriott Hotel, Bonaparte Room

ıe Kansas MODEL

The local communities have set up career education committees made up of business and industry, parent, education, civic club, and sometimes student representatives.

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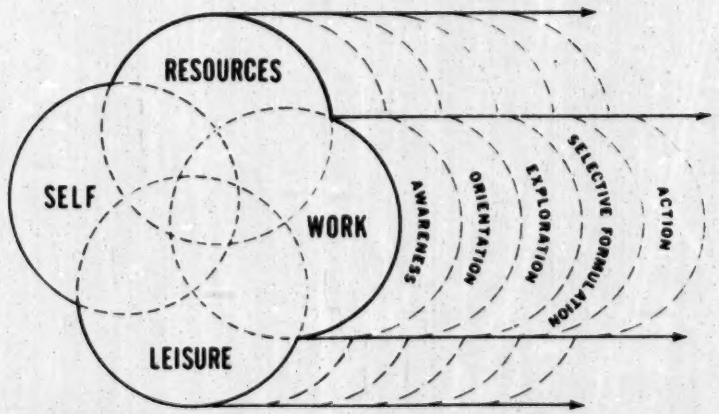
DESCRIPTION

The Kansas MODEL is unique in that its four subject matter components (self, work, leisure, resources) can be studied by any age of individual. The career study phase may be entered and completed, or feedback may indicate to the individual that it is more appropriate to re-cycle, go back through an earlier phase.

The "action" phase, for example, is appropriate at any age. A second grade pupil should have one outcome objective for the "work" action phase as his promotion to third grade.

Kansas Model for *Developmental* Career Education

Individual's Lifetime Career involves:



from
Kindergarten to Adult to Retirement

RESEARCH

Research is underway with three goals:

(1) To find the con cepc and activities most highly related to superio pupil outcomes.

(2) To test the mov ment through the process phases for individuals.

(3) For the future, adapting the Kansas MODEL to special populations.

DISSEMINATION

The Kansas MODEL has been disseminated in two ways.

(1) To the broad community through workshops.

(2) To the students of all ages through differing education

The statewide workshop was a prototype for areawide workshops that were prototypes for local committee formation.

Educators at all levels have begun using the Kansas MODEL to give outcome goals to classroom

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Appendix B

GLOSSARY OF TERMS USED

Action – Training of skills, trying out adequacy, follow-through, validate, feedback.

Awareness – Perception of the world of work and of the workers, of self, of leisure time, of resources.

Career – The individual's total life experiences.

Career Components – (Self, work, leisure, and resources) The four interrelated areas in which the individual gains knowledge, understanding, and skills.

Career Development – Self development over the life span through education, work, and leisure.

Developmental Career Education – Orien ting all education and training toward enabl·g an individual to be skillful with his life.

Element – A particular process phase in a particular career component (i.e., the *awareness* of the *self* career component.)

Exploration – Engaging in active seeking of options, trying on decisions for fit.

Kansas Model – A developmental theory built to serve as a guide to the development of life skills before, during, and after formal education years.

Leisure – Freedom from required effort with the time used in a self-fulfilling manner.

Occupation – The principle business of one's life.

Occupational Cluster – Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on.

Orientation – Internalization of knowledge, analysis, and consideration of general directions and goals, wanting action.

Process Phases – The developmental processes toward career satisfaction (awareness, orientation, exploration, selective formulation and action.)

Reprocess and recycle – The act of an individual in going to an appropriate process phase to change direction in his career plans.

Resource – All those things outside the self which influence the individual's career development.

Selective Formulation – Narrowing, valuing, and "owning" a general direction, relating to occupational clusters, conceptualization,

Self – The individual's own frame of reference.

Vocational Education – In its broadest sense, vocational education is that part of education which makes an individual more employable in one group of occupations than in another. . . . . Rupert Evans

Work (as component) – Framework for seeing one's self in an activity that is satisfying to one's self and productive in fulfilling a need within our society.

Work – The Labor, task, or duty that affords one his accustomed means of livelihood.